

Undergraduate Students Lead Teams to Obtain Research for Practice

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Introduction

Undergraduate students obtained research articles for nurses in practice. Teams of diverse students, with the leadership of a senior nursing student, connected with nurses in practice through a faculty member, a hospital research coordinator or a healthcare administrator. Undergraduate students collaborated with nurses at the Alaska Native Medical Center, public health agencies, as well as maternity, emergency, and oncology units in the Eau Claire area.

Purpose

To evaluate how effectively undergraduate, student-lead research teams are in teaching evidence-based practice to students and in obtaining evidence for nurses in practice.



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Evaluation Process

Evaluation Methods	Evaluation Responses
Students pre and post open-ended surveys related to student-lead research teams, teaching EBP to students and obtaining EBP literature (n = 9)	Students reported learning EBP, experiencing the rewards and frustrations with group work and satisfaction with either a leadership or followership role. <ul style="list-style-type: none">•“I have really learned about the increased need for EBP in the workplace.”•“Because of my lack of medical knowledge, I contributed less than I would have liked.”•“It would have been helpful to meet [more] regularly.”•“I learned that EBP can be FUN! I learned that, as a student, my input is appreciated...”•“I liked the leadership role.”
Nurse collaborators post open-ended survey (n = 4)	Nurse collaborators recognized and noted the benefits of working with students to assist with their EBP. <ul style="list-style-type: none">•“Students added to the wealth of knowledge and the breath of searches available on a specific topic. The collaborative process helped drive positive changes while acknowledging an appreciation of each partner’s role.”•“Yes, the students were very helpful in finding articles. They were able to find some current research I had not yet come across.”
Process summaries of meetings with students and nurses	Some nurse collaborators had specific topical requests for students, whereas other requests were broad, vague and unfocused. We experienced difficulty clearly communicating the roles of the students, faculty member and nurses. Students were excited to be involved in “real-life” nursing practice.
Research team leaders meeting summaries	Team leaders shared positive and negative thoughts regarding group functioning. The leaders proposed future suggestions (See Research Team Future Plans).

Research Team Future Plans

- Team members will be nursing students.
- Team members will be placed in a team according to time availability.
- Faculty member will meet with teams at least 3 times per semester.
- Teams will meet with nurses 3 times per semester.
- Team leaders will meet together at least 3 times per semester.
- A job descriptions for each role (student, leader, faculty member and nurse) will be identified and composed.
- A “Research Team Meeting Form” will be completed after each meeting.
- A “Request for EBP Services Form” will be completed by each nurse.



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